

Modelling interdisciplinary collaboration to build cultural competence: An academic literacies approach

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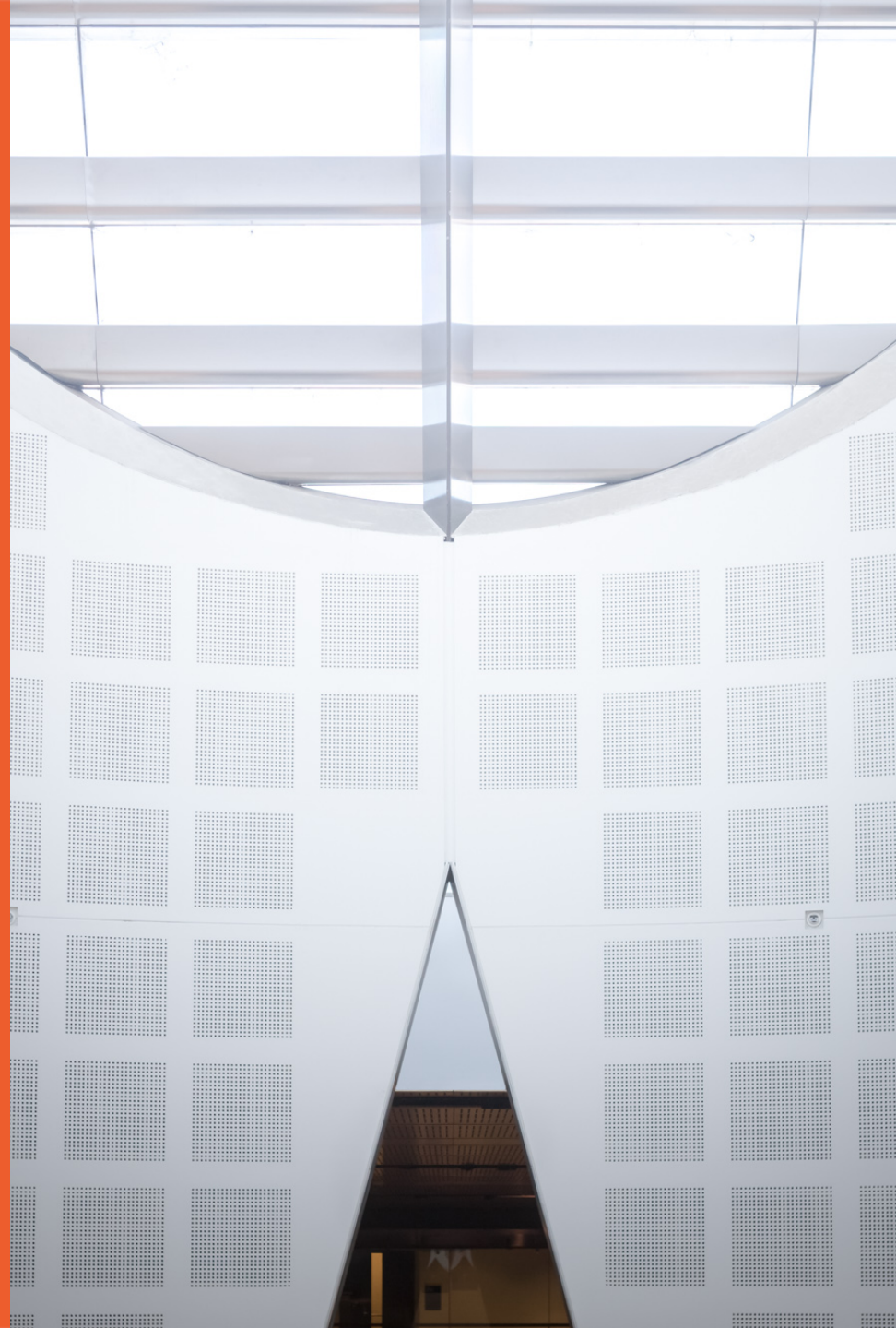
'Critical Intersections: the 12th Biennial Conference of the Association for Academic Language and Learning, University of Wollongong 25-27th November 2015'

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Purpose of presentation

- To describe work that is situated at the ‘critical intersection’ between academic language and learning and cultural competence development
- Focus on cultural competence of students but also professional development of staff



Background



- *Wingara Mura – Bunga Barrabagu strategy (2013 -)*
- Culturally competent curriculum review –16 faculties/schools
- Starts with Aboriginal and Torres Strait Islander knowledges
- Will extend to broader cultural competence
- ‘Cultural competence is everybody’s business’

“Cultural competence is a set of congruent behaviours, attitudes and policies that come together in a system, agency or among professionals and enable that system, agency or those professionals to work effectively in cross-cultural situations.” (Cross et al., 1989)

“Academic Literacy for Cultural Competence” Strategic Project

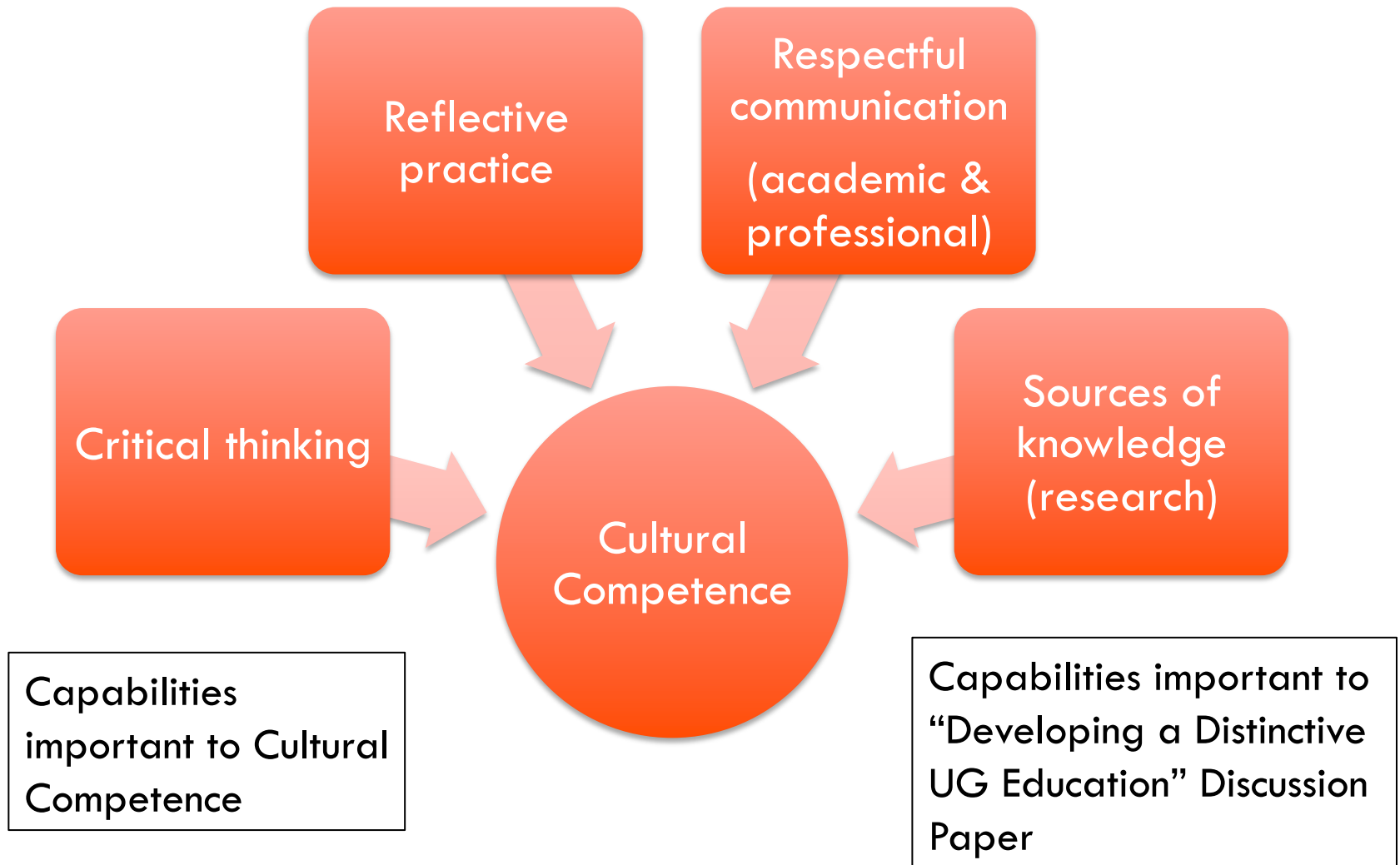
- Coordinator - Culturally Competent curriculum review
- Inaugural NCCC Learning & Teaching workshop (2 day) - strategic projects
- Rationale for project
 - Cultural competence will be demonstrated (and assessed) through communication
- Initial aims of project
 - Understand the dual demands of ‘cultural competence’ and ‘academic literacy’ for students and interrelationships between these
 - Collate/ create resources to support (academics to support) students’ learning

MODELS AND APPROACHES

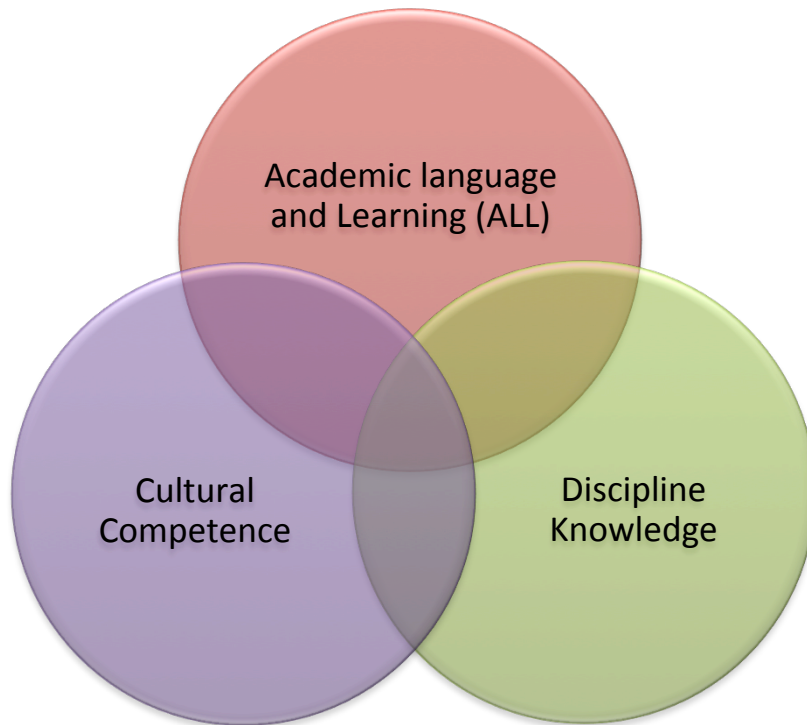


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The way in ... academic capabilities



Collaborative action research process ‘ThirdSpace’



- Learning Centre & NCCC – supporting staff and students
- Identification and journey of exploration of ‘in between spaces’ where we critically reflect on our own cultures, work practices, purposes.

THIRDSPACE focuses on “dynamic, relational, variable and emergent phenomena” (Kramsch, 2009, p. 248; Kostogriz (2002).

Third spaces cf. ThirdSpace

Bhabha's notion of hybridity is problematic in the Indigenous context. The idea that “the meaning and symbols of culture have no primordial unity or fixity; that even the same signs can be appropriated, translated, rehistoricized and read anew” (Kramsch, 2009, p. 247) has negative connotations, raising the spectre of ongoing colonisation, assimilation and cultural appropriation of Indigenous peoples, cultures and histories.

Complementarities: Academic literacies and cultural competence

Academic literacies -

- Universities as 'sites of discourse and power'
- Literacy 'demands'
- Variety of communication practices, including genres, fields, disciplines
- Switching practices across settings
- Social meanings and identities
- Affective and ideological conflicts

(Lea & Street, 1998)

Cultural competence –

also demands the recognition of power differentials (e.g. between western and Indigenous knowledges) and requires the awakening (or further development) of students' identities as culturally competent thinkers and writers.

Decolonization – Dealing with power

“...most non-Indigenous Australians’ educational experiences have promoted amnesic discourses of settlement fuelled by colonial assumptions of white superiority. This dominant way of knowing, being and doing has infiltrated all spectrums of mainstream society and it is this positioning that continues to promote problematic constructs of Indigenous Australians. Decolonization requires acknowledging that these ways of knowing have been historically and institutionally contrived. They are ways of knowing that are no longer useful or healthy for any Australian.” (Sherwood, 2009, S24)

Complementarities: Theories and epistemologies

Academic language and learning

- functional linguistics
- academic literacies
- discourse analysis

– CRITICAL

– POWER

– IDENTITY

Cultural competence

- critical pedagogy
- critical race theory
- Indigenous pedagogies

– DISCOURSE

– CONTEXT

– SOCIAL CONSTRUCTIVIST

Complementarities: Models of embedding

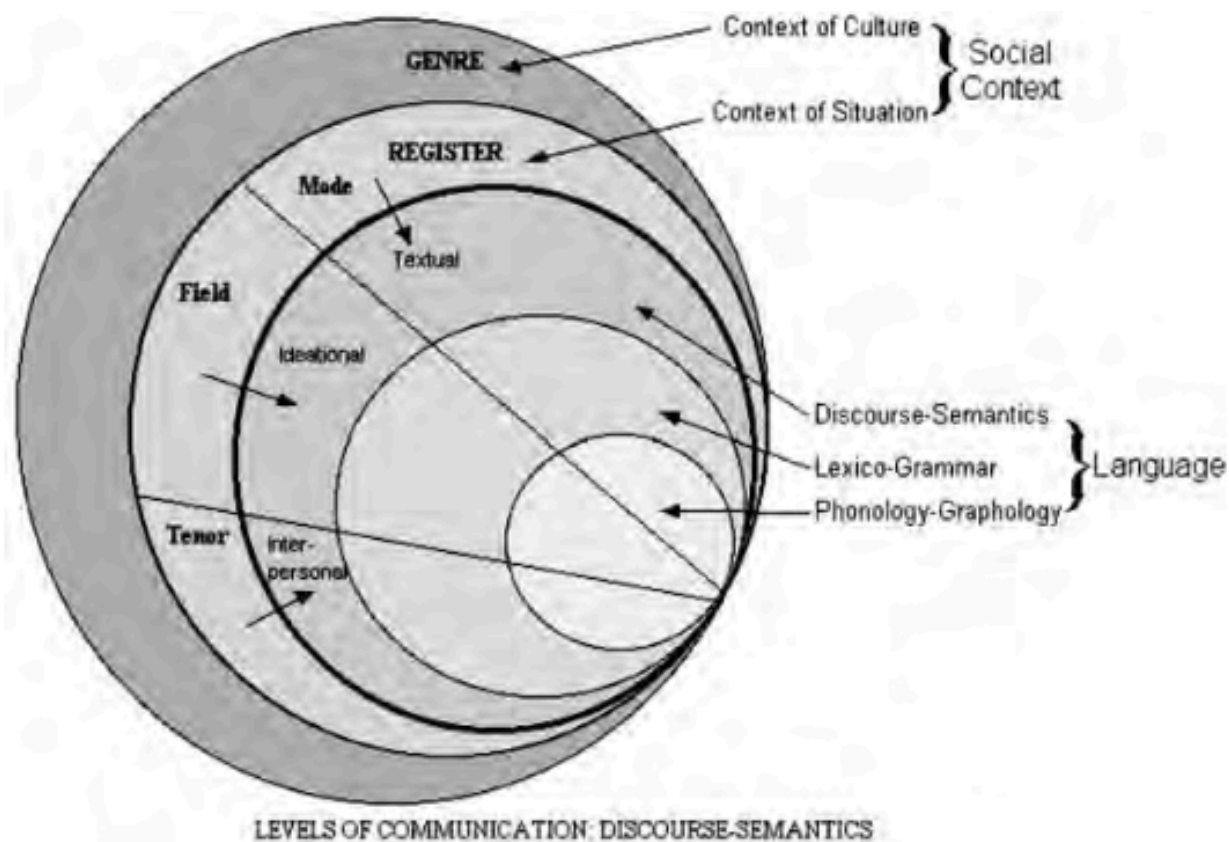
- Ways of working with faculties (cf. Briguglio, 2014; Jones et al. 2001; Harris & Ashton, 2011; Harvey et al. 2014)

Academic Literacy

Cultural Competence

- ❖ Adjunct (weak)
- ❖ Adjunct (strong)
- ❖ Integrated
- ❖ Embedded
- ❖ Embedded (strategic and sustainable)

Complementarities: Theory of language (M.A.K. Halliday, J.R. Martin)



Source: ARANCÓN, P. (2013) THE USE OF SFL GENRE THEORY FOR THE ANALYSIS OF STUDENTS' WRITING SKILLS IN ESP, VOLUMEN MONOGRÁFICO, 245-262

WORKING IN THE SPACE



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Work within the project “Everybody’s business’ but not ‘business as usual’”

- Two approaches to resource development
 - Embedding work with faculties (Agriculture & Environment; Health Sciences, Education) (critical self-reflection / reflexivity)
 - Work within our LC / NCCC team
- Exploring cultural competence issues in assessment genres (e.g. essays, critical reviews, critical reflection, etc.)
 - Developing exemplars (e.g. analytical essay, argument essay, critical review of journal article, critical reflection ...), taking a ‘thinking writing’ approach
 - Online resources for staff and students
 - Embedding within Central Workshop Program, e.g. Essay Writing, etc.
 - Developing resource sheets

Collaboration with Academic Developers/ Online Module – Resources for staff to support students

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MODULE 5: SUPPORTING STUDENT LEARNING >

> Introduction

> Bowral project

> Academic genres

> Critical reflection



> Critical review



> Feedback

MODULE 5: SUPPORTING STUDENT LEARNING

Discipline and cultural knowledge.
Constructed through language.

INTRODUCTION

The focus of this module will be to offer both conceptual and applied ideas that support cultural competence development in learners. There will be links to literature, resources and small reflective pieces by staff who are immersed in the design and delivery of cultural competence teaching and learning. The purpose of this module is to help shape your Teaching Inquiry Plan (TIP), particularly if you would like to design, or redesign an aspect of your learning and teaching with a focus on academic literacy supporting cultural understanding and towards competence. We also hope that these materials may support your creating conditions for growth within your work area and also the learning environments with your students.

Module aims:

- Complement existing resources and approaches to embedding cultural competence and supporting student learning through links with Learning Centre, the NCCC and Faculty pages and projects;
- Tease out the salient aspects of creating conditions for growth in cultural competence, for teachers supporting student development; and
- Showcase two forms of written academic assessment genres through which cultural competence might be assessed.

This module contains:

- [Introduction](#)
- [Bowral project](#)

Acknowledgement: [Dr Arlene Harvey & Dr Gabrielle Russell-Mundine](#) are the originators of the ideas and materials in this module based on their Bowral I project "Academic Literacy for Cultural Competence". This project aimed at understanding the connections between cultural competence and academic language and learning practices with a focus on academic assignment genres.



Academic learning (and language): Critical reflection

You are here: ITL / SATCC / Module 5 / Critical reflection / Levels of self-reflection

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MODULE 5: SUPPORTING STUDENT LEARNING >

> Introduction

> Bowral project

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> Reflection for CC

> Levels of self-reflection

> Case study

> Key readings

> Critical review



> Feedback

CRITICAL REFLECTION

LEVELS OF SELF-REFLECTION

While critique is considered to be a 'higher level' academic capability (with description lower in the hierarchy), critique often builds upon and includes analysis, which in turn builds upon description. The following table illustrates these operating to achieve increasingly 'deeper' levels of reflection but where some of the information provided at one level will also be included in the higher level(s).

TABLE: Levels of reflection (adapted from Moon, 2001, 2003) (Note: Bolded information in columns (A) and (B) will also appear in a critical reflection (C))

I Reflection/application		
A. Descriptive reflection [Description]	B. Dialogic/analytical reflection [Description + Analysis]	C. Critical self-reflection [Description + Analysis + Critique]
"There is basically a <i>description</i> of events, but the account shows some evidence of deeper consideration in relatively descriptive language. There is no real evidence of the notion of alternative viewpoints in use."	"This writing suggests that there is a 'stepping back' from the events and actions, which leads to a different level of discourse. There is ... an exploration of the role of self in events and actions. There is consideration of the qualities of judgements and of possible alternatives for explaining and hypothesising. The reflection is <i>analytical</i> or integrative, linking factors and perspectives."	"This form of reflection, in addition to dialogic reflection, shows evidence that the learner is aware that the same actions and events may be seen in different contexts with different explanations associated with the contexts. They are influenced by 'multiple historical and socio-political contexts', for example. (Hatton and Smith, 1995)"
<ol style="list-style-type: none">1. "An account that describes what happened, sometimes mentioning past experiences, sometimes anticipating the future – but all in the context of an account of the event.2. Some reference to emotional reactions, but what is not explored is how these reactions relate to behaviour.3. Ideas are taken on without questioning them or considering them in depth.	<ol style="list-style-type: none">1. "There is description of the event, but where there are external ideas or information, the material is subjected to consideration and deliberation.2. The account shows some analysis.3. There is recognition of the worth of exploring motives for behaviour.4. There is willingness to be critical of action.5. Relevant and helpful detail is explored where it has value.6. There is recognition of the overall	<ol style="list-style-type: none">1. "Incorporates a recognition that the frame of reference with which an event/issue is viewed can change2. Self-questioning is evident (an 'internal dialogue' is set up at times) deliberating between different views of one's own behaviour.3. Takes into account the views and motives of others and considers these against one's own.4. Recognises how prior experience, thoughts (one's own and others')

Academic genre: Critical review of a journal article Exemplar

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> Critical review



> Exemplar

> Cultural competence issues

> Language strategies

> Language resources

> Feedback

CRITICAL REVIEW

Exemplar: A critical review of a journal paper

The assignment question we constructed for our Exemplar is:

Select a reading from the Unit's recommended readings to critically review. You should support your evaluation with evidence from sources [e.g. from the required or recommended readings list and from your own literature search]. In your review you should explain the relevance of the ideas to the current higher education context in Australia. Your review should be 1000 words in length and follow Harvard referencing conventions.

We have chosen the following short journal article to review: [Sherwood, J. \(2009\) "Who is not coping with colonization? Laying out the map for decolonization" *Australasian Psychiatry*, Vol. 17, s1: S24-S27](#)

Exemplar: Access a pdf of the same review [here](#).



Read: Sherwood, J. (2009) "[Who is not coping with colonization? Laying out the map for decolonization](#)" *Australasian Psychiatry*, Vol. 17, s1: S24-S27

Review of: Sherwood, J. (2009) "Who is not coping with colonization? Laying out the map for decolonization" *Australasian Psychiatry*, Vol. 17, s1: S24-S27

In this article, Sherwood (2009) presents a thought-provoking analysis of the underlying causes of poor health in Indigenous communities and argues for 'decolonization' as a method to improve these health outcomes. Specifically, she explores the types of colonial and racist 'constructs' that have allowed Indigenous Australians to be not only portrayed as


Cultural competence related ALL issues in this genre


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> **Critical review** 

> Exemplar

> **Cultural competence issues**

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There are a number of issues for students to consider in writing a Critical Review:

Issue #1 – What sources of knowledge to use?

(in academic language and learning terms, this relates to 'research', 'providing and evaluating evidence', 'constructing arguments'):

Some cultural competence issues for students (and teachers if you supply the text/s to be reviewed) around 'sources of knowledge':

- Consider choosing a text by an Indigenous author if the topic is related to Indigenous knowledges and perspectives. This helps ensure that a diversity of voices is heard in the academy and that Indigenous culture is treated respectfully and protocols followed. Further, an Indigenous author is more likely to avoid perpetuating stereotypes and problematising Aboriginal and Torres Strait Islander peoples, and such an article can reinforce a positive model of cultural competence
- Remember that Indigenous authors are seriously underrepresented in the "quality" journals students are encouraged to source their ideas from. This suggests a conflict that needs to be addressed: should students choose a text by an Indigenous author that is not necessarily in a 'top' journal in your field or relinquish the idea of 'top' journal as source of knowledge in this case?
- Students may be more inclined to choose a culturally 'incompetent' article by a non-Indigenous author so as to provide more input for a negative critique. Students may also shy away from choosing texts by Indigenous authors to critique for fear of being disrespectful and falling into cultural incompetence themselves. This can unwittingly reinforce negative stereotypes about Indigenous peoples.
- Students will need to ask questions about non-Indigenous authors writing about Indigenous issues: What authority do these authors have in writing about these issues? Do they follow research protocols? Do they perpetuate stereotypes or problematise Indigenous peoples? Can it be assumed that an article published in a 'quality' journal is culturally competent?

Issue #2 – What aspects of the chosen article can be reviewed?

This may be made clear in the assignment instructions or may be relatively standardised in your field (e.g. for empirical studies) or it may be less obvious (students need to choose). When cultural competence is involved, there are additional questions to ask about these aspects.

Aspects	Implications for cultural competence
Justification (e.g. of the research, topic, etc.)	Who is making the justification and identifying the research topic. etc.?
Methodology	What kinds of knowledges are privileged in the selection of samples, data for analysis, methods of analysis, etc.?
Results	To what ends will the results be used? Are some results foregrounded, while others are backgrounded or excluded?

Where to now....?

- Genre – Indigenous pedagogies and suitability of assessment genres – new genres reflecting Indigenous ways of knowing, doing and being
 - e.g. Critical review of a journal article
 - e.g. Literature review
- Language choices, e.g. referring to Indigenous and non-Indigenous peoples in texts
- Dealing with ‘emotion’ in academic discourse, assessment, etc.
- Academic capabilities, e.g. critical thinking for cultural competence / Indigenous knowledges across disciplines
- Dispositions – e.g. RESILIENCE, etc.

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